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ABSTRACT

The Armstrong Atlantic State University Teacher Education Program is a participant in the Georgia Statewide Academic and Medical System, an interactive distance learning network. Over 400 sites have been linked within the state with an additional 1,700 in the planning stage. The network includes students at the high school, college, and graduate professional school levels. The State of Georgia provides local sites with codecs (compression/decompression systems), audio systems, monitors, and graphic cameras with local sites providing space and room renovations, as needed. Distance learning has greatly helped connect preservice teachers and their college supervisors, sometimes separated by many miles. Distance learning also allows preservice teachers at distant sites to network and plan cooperative activities such as field trips. Successful distance learning requires: planning and preparation for materials, equipment, and strategies; and the establishment of a bond between students and teachers which can be facilitated by such strategies as always using pupil names. Distance learning technology is also a tool for culturally responsive education, allowing a direct connection between the community of the student and the community of the world. Appended are a resource bibliography, a sample lesson plan, and an historical play written by participating student teachers. (Contains 92 references.) (JLS)

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ED 409 271

Perfecting Educational Practice: The Georgia Model

Distance Learning Technology In The Teacher Education Program

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PERFECTING EDUCATIONAL PRACTICE: THE GEORGIA MODEL DISTANCE LEARNING TECHNOLOGY IN THE TEACHER EDUCATION PROGRAM

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Introduction

When you hear the word "telecommunications", visions of CEO's meeting in a luxurious board room via a satellite connection may come to mind. When you hear the words "distance education" visions of students watching and listening to a teacher on a monitor may come to mind. Both are correct because distance learning (DL) technology allows "geographically disparate parties to see and hear one another across the campus or around the globe" (Fetterman, 1996, p. 23). But our teacher education program model takes the traditional uses several steps further to utilize DL as a means to extend campus-based courses into the clinical setting and to expand the student teaching experience to include professional development schools which represent diverse populations of children. Imagine this scene describing a day in the life of an education professor using DL technology.

You enter your campus office and notice a faxed lesson plan from Sally, a student teacher in a fifth grade class, lying on your desk. Since you have been concerned that her lessons are weak in student interaction,

you e-mail a message that you want to see her immediately. Minutes later you are conferencing with Sally and her supervising teacher on the distance learning monitor. After leading Sally to discover that she needs to use a cooperative group strategy, another student teacher, Dick, enters the distance learning room in the same professional development school.

As Dick prepares to teach a math lessson to his first grade class, you invite a colleague from the math department in the College of Arts and Sciences to observe. When Dick begins to struggle during the anticipatory set, your colleague grabs the privacy device and softly whispers in Dick's ear-coaching him to teach an effective lesson.

Now it is time for your reading methods course. As you model a process writing workshop, many students express a concern about the management of the lesson when taught with "real" children. So you turn on the monitor just as Mr. King, a twenty year veteran teacher, guides his students through a peer writing conference. While his students are conversing with their partners, your students interview Mr. King about his classroom management techniques.

After a brief lunch break, it is time to observe Sally teach from her revised lesson plan. She's prepared to team-teach a science experiment

with Jane, who is a student teacher in another school. You are so impressed with the student interaction and involvement, that you ask Sally and Jane for their permission to use the video of their lesson to share with your evening class.

This scenario may seem like a day in the future but it is happening now in the College of Education at Armstrong Atlantic State University (AASU) in Savannah, GA. AASU is a participant in the Georgia Statewide Academic and Medical System (GSAMS) which is the largest interactive distance learning network in the world (Walsh & Reese, 1995). In 1992, the Georgia State Legislature passed the Georgia Distance Learning and Telemedicine Act (SB 144) to establish a communications network linking public-schools, state colleges, libraries, and medical facilities throughout the State. The Georgia model includes college students attending remote campuses, non-traditional college students seeking degrees, high school students receiving advanced courses, medical professionals learning about new procedures, educators conferencing with each other, and young students taking "field" trips without leaving their schools! Thus far, over 400 sites have been linked within the State with another 1,700 in the planning stage. Eventually the network will be

expanded to include other states and countries.

GSAMS uses two-way, interactive, full-motion compressed video which is transmitted through fiber optic cables that are leased from Southern Bell. The State of Georgia provides local sites with video codecs, audio systems, monitors, and graphic cameras. The local sites provide the space and room renovations - if needed, which usually includes carpeting, insulation, and acoustic tiles. (See page 9.) The GSAMS project is a true collaboration among educational institutions as well as a partnership between government and industry.

And thanks to funding from AACTE/Philip Morris Companies, the AASU GSAMS network has been expanded to include a collaborative partnership with Brewton-Parker College (BPC), a private college approximately 100 miles from Savannah in Mt. Vernon, GA, and our respective professional development schools (PDS). Thus, this project has expanded the concept of delivering instruction via distance learning to actively learning about distance teaching for the college instructors, public school educators, and preservice teachers. Therefore, the goal of the partnership is to provide direct experience with the uses of distance learning technology to our preservice teachers - first through interactive

observations during methods courses and secondly through hands-on experiences during student teaching.

The recipients of this project - the children - also benefit by establishing friendships with youngsters with whom they may never meet in person. The AASU PDS, White Bluff Elementary School, is located in the port city of Savannah, GA which is an industrialized, urban city in Chatham County. And the BPC PDS, J. D. Dickerson Primary School, is located in Vidalia, GA ,the county seat of rural Toombs County, "famous" for its Vidalia Onions, as well other agricultural products such as peanuts and cotton. Thus city and country children have ample opportunities to discuss, create, and learn from each other via DL, which, expands their understanding and respect for people living in other areas of the state.

Preservice teachers today will be novice teachers tomorrow and will probably still be educating students well into the next century. However, according to LeBaron and Bragg (1994), "preservice teacher education is not keeping pace with (technology) changes. By the year 2000 the majority of an aging teacher workforce will have retired or resigned, creating a window of opportunity to technology leadership in teacher education" (p. 5). Riedl and Carroll (1993) continue to note that students

who use technology in their preparation programs will have direct models to follow when they step into their own classrooms. "A curricula reflecting the applications of technology will provide an excellent basis for graduates to compete within the information societies of our time" (Schure, 1994, p. 32).

Since contemporary children are raised on MTV, video games, and the Internet, traditional teaching methods rooted in chalkboards and textbooks no longer meet their needs. This acceptance of technology will become even more engrained in the future, thus it is time to break free from the inherited mold of yesterday's classroom of physical isolation into the world beyond the actual school building (Jefferson & Moore, 1993). According to Twyan (1993), "in the future the classsroom will become a laboratory with access to the world and all that is in it" (p. 41). Teachers in the future will no longer be the primary source of information but instead facilitate, coordinate, and design relevant activities to meet their students' needs and interests within the "real" world. "Distance learning is an instructional option that throws open the doors to education across the nation and to other countries as well" . . . bringing "the instructor and the learner together in classrooms without walls to form a new kind of

learning environment" (Ball & Crook, 1994, p. 68). Also, "this flexible classroom differs from the traditional fixed classroom because students are not limited by time or age or role. . ." (Newman, 1993, p. 23).

And consistent with Vygotsky's theories (1978), students' learning is enhanced by engaging in social interactions with others of mixed abilities and backgrounds. Since "the classroom of the future needs to prepare our children to live productive, enjoyable lives in a complex, rapidly changing world" (Lund, 1993, p. 7), we need to equip our preservice teachers with experiences so that they will make DL technology an integral part of their teaching (Sexton, 1996).

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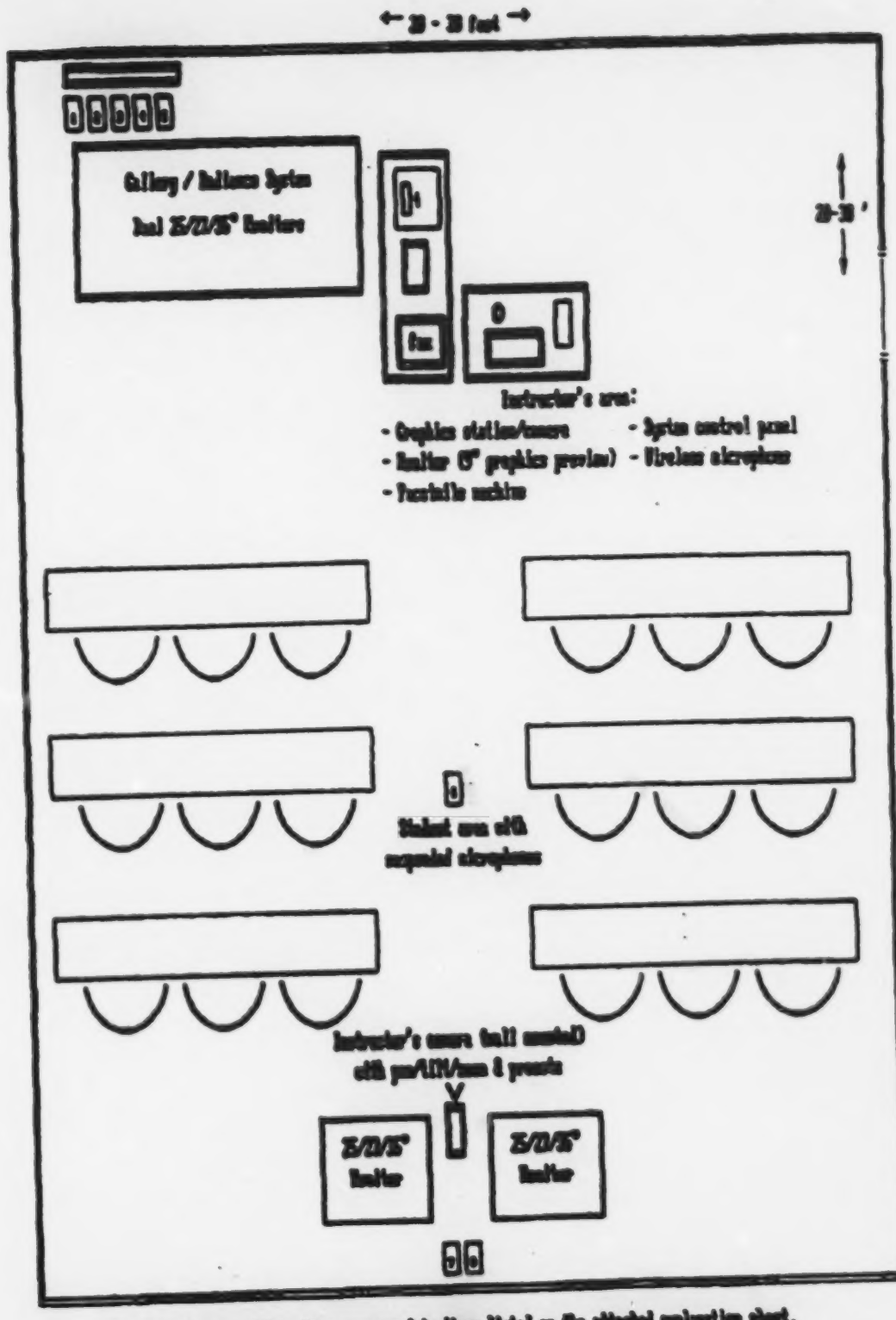

Note: Small Plans with machine movement to Plans listed on the attached explanation sheet.

Figure I-13, Sample GSAMS Classroom Layout

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DL Technology in the Teacher Education Program

A major focus in the reform of teacher education programs is the expansion of the clinical experiences into varied and authentic settings. Goodlad (1990) refers to this phenomena as a disjuncture between theory and practice However DL technology affords the methods course instructors the opportunity to immediately bridge the gap between theory and practice. As McDevitt (1996) notes

> Teacher educators and education reformers have questioned the lack of school teacher involvement in university methods courses and communication between teacher educators and teachers in the schools. . . . Telecommunication networks can link colleges of education to schools and reduce the isolation physical distance causes. (p. 191)

Since observational opportunities in "real" classrooms usually create scheduling problems, disrupt the visited classes, and fail to focus on the important details of effective teaching, the utilization of DL technology assists future teachers to become competent observers of learning during their methods courses without disturbing the children. Preservice teachers in our programs are able to participate in numerous observations

of authentic teaching along with their college instructors who instantly highlight important and effective teaching strategies while they are occurring. Furthermore, these experiences are arranged so that the preservice teachers interview the teacher without disrupting the class. Therefore, the observation becomes meaningful and relevant to the preservice teachers. It also gives them and their instructors a common experience to analyze and discuss during subsequent class meetings.

The field experiences, including student teaching, have traditionally been considered an important component in the preparation of future teachers, thus frequent and on-going supervision with specific, constructive feedback is essential. However, practitioners question the disconnection in the traditional model.

> Placed in a school, student teachers are largely isolated from university faculty and coursework. . . . Supervising faculty are seldom those who taught earlier methods courses, so connections that might be made among ideas, methods, and practices learned on campus occur haphazardly, if at all. (Schlagal, Trathen, & Blanton, 1996, p. 175)

They continue that the preservice teachers often abandon what they have

learned in their methods courses in as little as two weeks. Rather than apply what they have learned, they adapt and replicate the practices of their cooperating teachers. Thus traditional field teaching experiences often occur in disconnection from campus-based learning.

Furthermore, the preservice teachers and their college supervisors are usually separated by many miles which makes observations on a regular basis difficult and time-consuming. And this limited time can ultimately hinder the college supervisor's efforts to build a trusting mentorship. Clawson (1993) concludes that more frequent contact among the college and classroom supervisors and the preservice teachers results in a more collaborative effort which ultimately improves field experiences.

Many college supervisors attempt to bridge this gap by providing seminars on a regular basis to address the challenges the preservice teachers face; however, even "site visits from university personnel and student-teaching seminars seem insufficient to bridge the gulf between the islands of university training and public school teaching" (Schlagal, Trathen & Blanton, 1996, p. 175). Thus the utilization of distance learning technology in our programs supplements the weekly face-to-face visits

with frequent distance observations by the college supervisors as well as methods course instructors with simultaneous input from the field site supervisors.

Southworth (1993) writes that "the teacher is no longer solely dependent upon his or her personal knowledge of the world, but is increasingly more of a guide leading students through an incredible wealth of knowledge" (p. 35). "The learning environment is no longer narrowly defined as one instructor lecturing to a single classroom. Instead, outstanding teachers or experts can reach out to multiple learning sites, allowing more students access to the best education" (Ball & Crook, 1994, p. 64). However Schlagal, Trathen, and Blanton (1996) argue that

> student teachers are disconnected from other classrooms. Once in a classroom, students find that room becomes a world unto itself. They seldom visit other grades, other schools, or other cooperating teachers. Student teachers are (also) disconnected from their peers. (p. 175)

Besides having the opportunity to plan and teach lessons with other preservice teachers thus taking their students on field trips to a variety of locations and meeting other children, the use of DL becomes a vehicle

to improve all teaching strategies-not just those lessons transmitted via DL technology. According to Sexton (1996)

> the technology becomes a means whereby the students come to a better understanding of the concept. . . . They are reminded that more student and less teacher talk should be taking place during a lesson. ... The student teachers are expected to think about how they will present the lesson so that the children are communicating their understanding, rather than simply telling the children what they know. (p. 65)

To be effective, distance teaching requires training and practice. In general, special technical expertise is not required (technical assistants are usually available to manuever cameras, adjust sound levels, and operate videotape equipment through the touchpads - see page 21). However, a teacher must become comfortable working in the distance learning environment and must be prepared to match particular teaching techniques with the technology that is available.

During a DL lesson, the children may be distracted by the cameras, monitors, and each other. Whitaker (1995) recommends that "every aspect of a tele-class requires an acute consciousness of one's appearance,

movement, voice, and techniques ... the focus is entirely on you, the teacher!" (p. 66). Specifically, it is recommended that DL teachers wear light pastel colors, medium blue or gray suits, and conservative accessories. Also, since there is lag time on the transmission of movement to the sites, slow and deliberate gestures are needed. Keep in mind that the use of voice is a powerful instructional tool, too. Speaking too slowly will create bored students; however, speaking too quickly will prevent them from understanding. Careful enunciation or articulation is essential. It is not necessary to scream to overcompensate for the distance, but speaking too softly will cause difficulties in hearing.

Although the temptation is great, do not speak only to the on-site students, although they need to be periodically placed on the camera so that the distance learners can actually see a live class. DL teachers must also make a conscious effort to look at the camera and establish eye-contact with the distance learners. Frequently ask them if they can see or hear what is occurring in the class. Encourage the distance learners to sit in the front seats so that they can be seen better. Due to the compression of images, the learners at the remote sites appear smaller.

In the team-teaching component of this project, student teachers

initially meet each other face-to-face during an overview presentation of the uses of DL. Within a week, they meet again - via DL - to observe an actual teaching demonstration of students at multiple sites. They also critique the lesson and interview the instructor as well as "play" with the equipment. The student teacher teams usually meet at least one more time - either in person or via DL- prior to teaching. Finally the teams teach a lesson to their students from their own site as well as to their partners' students at the distant site. A follow-up debriefing session with all the teams brings closure to this hands-on experience.

As a result of this project, the student teachers have discovered that the following effective teaching strategies are an essential MUST for DL teaching and must be deliberately planned:

1. Be prepared! Planning of both materials, aids, and strategies needs to be carefully considered for activities within and among the sites. Determine that necessary handouts and materials are readily available because a lull in a lesson while the teacher searches for materials will create student inattentiveness due to the distraction of the equipment.

2. Establish a bond immediately between all the students and teachers. Require that the children introduce themselves and share some pertinent

information to be able to remember their names by association. Elliott (1995) recommends that teachers need to refer to the children by name and not by location in order to achieve a more cohesive class environment. Build a rapport by getting to know all the children by involving them in the lesson from the beginning.

3. Use variety in the lesson. Respond to teaching styles by using a balance of print and visual aids with short, concise verbal messages. Learn to "cut the fat out of lessons" (Boone, 1996, p. 61) so as to keep the students focused and on-task.

4. Provide interactive opportunities not just with the instructor but with the other students at all sites. Rutherford and Grana (1994) recommend using cooperative learning techniques so that groups of students at both sites work together to accomplish a common goal. Buzz groups can be an effective strategy by encouraging the students within their sites to talk and participate with each other and then to share their findings with the remote site.

5. Feedback is important. It motivates the students, corrects misunderstandings, and monitors the lesson. Continuously check the students at the remote sites by asking them to repeat concepts or answer

questions. Direct questions to specific students, redirect questions so that students respond to each other's questions, and follow-up questions to provide additional input are all effective. Remember to increase wait-time for responses to compensate for the lag in voice transmission from each site as well as the rearrangement of microphones.

6. Use both summarization and closure techniques to continuously review the key points of the lesson. By using the graphics camera, student responses can be listed, edited, and reviewed.

Therefore, as in every effective lesson, the teacher must establish a bond with the class, state the objectives and purpose of the lesson, monitor the progress of the students' learning, and summarize the key points and relevancy of the concepts. These strategies require student interaction and involvement; however, in distance learning lessons

> psychological distancing can be expected. Instructional strategies which can help avoid the problem of perceived distancing of teacher from learner and learner from learner include: arrange for each learner to talk to the group, continuously check for feedback, and use cooperative learning techniques. (Major & Grimes, 1993, pp. 53-54)

Consequently, the team-teaching experience via DL has reinforced the value of effective teaching practices for our student teachers. Truly, "video instruction forces a teacher to re-think and fine-tune his methodology. . ." (Whitaker, 1995, p. 68).

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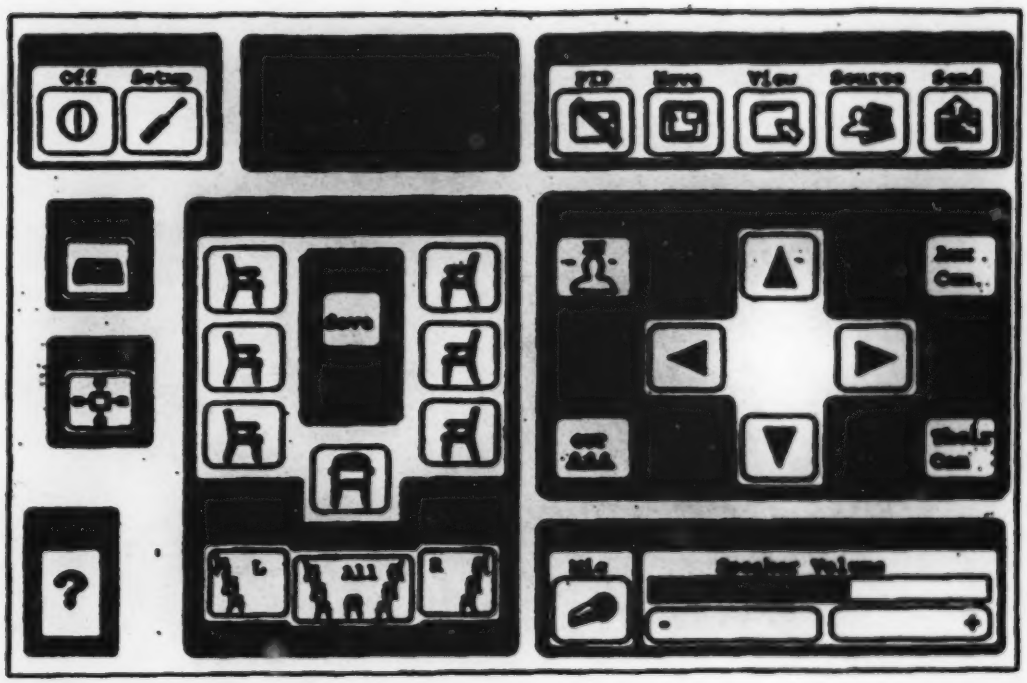

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DL Technology and Culturally Responsive Education

All learning-both academic and social-is strengthened when students actively connect their own lives with those of others. Child development theorists advocate that the learning and understanding of others begin first with "self", then "family", followed by "community" before a global understanding can be internalized. Before children can be aware of other cultures, their knowledge and appreciation of their own and its relationship with others must be addressed. "Once students discover information about themselves, their dreams, and their beliefs, a natural step is to explore their connections to their families and communities" (Diamond & Moore, 1995, p. 218).

> Certainly the quality of life in our country will be dependent on how we interact with other people and cultures, how creative and productive we are in our work, and how we can integrate the school, the home, and the workplace of lifelong learning. . . . Learning will have no boundaries, as students can connect with others to access information, ideas, and experiences, from within the community, across the state, and around the world. (Droegemueller, 1994, p. 10)

Elliot (1995) continues "when school children increase their understanding of other cultures through the network, that's a return. . ." (p. 36).

Therefore, besides providing an efficient method to conference and instruct, DL also offers the link for children to meet, learn, and interact with each other. The walls virtually disappear and the class expands to include

> other children from many other locations via video/audio communications. In this expanded community, students can dance and sing together, solve mysteries together, go on electronic field trips, exercise, and learn to speak in many languages. Students participate in hands-on cooperative learning events directed by teachers at a distance. (Schmunk, 1993, p. 33)

During the team-teaching experiences, an initial step to open the doors of understanding between children of different regions is to communicate with each other by mailing letters or sending e-mail prior to the DL lesson. Another way is to read aloud multicultural books to each class and then to extend the books by art, music, drama, and writing activities that are shared with the DL friends.

> Multicultural literacy is the process of linking the cultural experiences, histories, and languages that all children bring to school with language learning and academic learning that takes place in school. Multicultural literacy further activates silent voices, opens closed minds, promotes academic achievement, and enables students to think and act critically in a pluralistic, democratic society. (Diamond & Moore, 1995, p. 7)

Thus by using DL to bring students together through literacy, we have developed a community of learners who are no longer separated by miles and cultures but are joined together to celebrate their diversity and shared understanding.

According to Bishop (1987)

> Literature can develop and extend at least three major understandings important to living in a multicultural society. First, literature can show how we are connected to one another through our emotions, our needs, our desires - experiences common to all. Understanding our common humanity is a powerful weapon against the forces that would divide and alientate us from one another. Second and coincidentally, books can help us to understand,

> appreciate, and celebrate the differences among us - those things that make each cultural group special and enrich the larger society by adding distinctive flavors to the 'salad bowl' of our common nationality. Third, literature can be used to develop an understanding of the effects of social issues and forces on the lives of ordinary individuals. (p. 60)

Since children learn best when they are actively engaged in the process and encouraged to share their understandings, the books listed below can be extended to incorporated additional reading, writing, and creating activities. (The list is organized into two themes: (a) country/city, and (b) global.) The books can also be dramatized by the students to their distant friends by choral reading and reader's theater activities. And closure activities can encompass additional letter writing because multicultural literature is a natural stimulus to integrate reading with writing that reflects diversity.

Georgia: Country - City Theme

Bozzo, M. A. (1982). *Toby in the country, Toby in the city.* NY: Greenwillow.
The two Toby's compare their houses, schools, and playtime.
Extension - Rewrite the book using the names of students from the city and the country.

Burton, V. L. (1942). *The little house.* Boston: Houghtlin Mifflin.
The book illustrates how a city grew up around a house.
Extension - Interview a family member about changes in the neighborhood.

Cauley, L. B. (1984). *The town mouse and the country mouse.* NY: Putnam.
This classic tale tells a timeless story of different lifestyles.
Extension - Write a letter inviting a student to spend a weekend in the city or the country. Describe planned activities, too. (App. A: Lesson plan written by two student teachers - Mandy Ricks and Hayden Shore.)

Dolphin, L. (1991). *Georgia to Georgia: Making friends in the USSR.*
Although dated, this book depicts the commonalities of children in two different Georgias.
Extension - Find both Georgias on the map and discuss.

Griffith, H. V. (1986). *Georgia music.* NY: Greenwillow Books.
Crickets chirping, tree frogs croaking, and mockingbirds singing create country music.
Extension - Make music from everyday sounds.

Hughes, L. (1985). *City.* In A. McGovern. The arrow book of poetry. NY: Scholastic.
This poem describes the city from morning to dusk.
Extension - Compare to Tresselt's book *Wake Up, City.*

Jonas, A. (1983). *Round trip.* NY: Scholastic.
Block print illustrations depict a story about a trip from the country to the city and then back home again.
Extension - Create a block print map connecting the city to the country.

Kovalski, M . (1988). *The wheels on the bus.* NY: Dial.
An adaptation of the traditional song, this book is about a city family taking the bus downtown to go shopping.
Extension - Draw a large class bus and fill in the windows with different scenes the students see when they ride on the school bus.

Levinson, R. (1992). *Country dawn to dusk.* NY: Dutton.
This book illustrates a typical day in country boy's life.
Extension - Compare the book to Tresselt's *Wake Up City.*

Lobel, A. (1983). *The book of pigericks.* NY: Harper Row.
The pigerick about Savannah is a fanciful poem about Savannah.
Extension - Write a limerick.

Lorenz, L. (1985). *A weekend in the country.* Englewood Cliffs, NJ: Prentice-Hall.
Pig and Duck, who live in the city, decide to visit their friend, Moose, who lives in the country but transportation proves to be a problem.
Extension - Brainstorm a variety of transportation methods that the students could use to visit each other.

O'Kelley, M. L. (1983). *From the hills of Georgia: An autobiography in painting.* Boston: Little, Brown and Co.
The folk artist, O'Kelley, depicts her life through paintings.
Extension - Using folk art, paint scenes from students' own lives.

O'Neill, M. (1969). *Fingers are always bringing me news.* NY: Doubleday.
This poem is about the textures of the country.
Extension - Create an exhibit of country and city artifacts.

Prelutsky, J. (1986). *Ride a purple pelican.* NY: Greenwillow.
The poem describes a fanciful trip to Savannah.
Extension - Write a rhyming poem about your own neighborhood.

Tresselt, A. (1957). *Wake up, city.* NY: Lothrop, Lee, & Shepard.
Told by police officers as they walk their beat, the book describes a typical day in the city.
Extension - Compare to Levinson's *Country Dawn to Dusk.*

Williams, S. A. (1992). *Working cotton.* NY: HBJ.
The story of a farm family's life is told from dawn to dusk.
Extension - Wear clothing depicting different jobs in the country and city.

VanLaan, N. (1992). *People, people, everywhere!* NY: Knopf.
This poem describes urban growth.
Extension - Compare to Burton's *Little House.*

Global Theme

Aliki (1990). *We are best friends.* NY: Dial.
Two boys keep their friendship alive by mailing pictures and letters to each other after one of the boys moves away.
Extension - Mail a picture or letter to a friend. Using a map, mark all the locations that students mail their letters.

Bagert, B. (1994). Our country's quilt. In B. E. Cullinan and L. Galda. *Literature and the child, 3rd edition. (*p. 343). NY: Harcourt Brace College.
This poem describes a quilt which depicts a variety of lifestyles.
Extension - Compare the poem to Flourney's book *The Patchwork Quilt.*

Dooley, N. (1991). *Everybody cooks rice.* NY: Carolrhoda Press.
This story describes a multicultural neighborhood in which each family prepares rice in different kinds of meals (recipes are included).
Extension - Prepare the rice recipes and write a class rice cook book.

Flournoy, V. (1985). *The patchwork quilt.* NY: Dial.
A child and her grandmother sew a quilt made from scraps of the family's clothing.
Extension - Make a class quilt and share it with another class.

Gray, N. (1988). *A country far away.* NY: Orchard Books.
This book parallels the life of an African boy with a North American boy.
Extension - Rewrite the book to personalize it.

Kellogg, S. (1973). *Island of the Skog.* NY: Dial Books.
Mice settlers on an island are terrorized by an unknown creature - until they realize that it is a harmless "Skog".
Extension - Using paperbag puppets, reenact the story.

Kuklin, S. (1992). *How my family lives in America.* NY: Bradbury.
Three children from different cultures describe their daily routines and

ethnic celebrations. The theme of food preparation is predominant throughout the book (recipes included).
Extension - Prepare ethnic foods representing the diversity in the class.

Raynor, D. (1980). *My friends live in many places.* NY: Whitman.
Detailed photographs illustrate the commonality of different peoples throughout the world.
Extension - Using family photographs, create a class book.

Sharmat, M. W. (1980). *Gila monsters meet you at the airport.* NY: Puffin Books.
The book tells of misconceptions of life in another part of the country.
Extension - Draw a picture of life in your neighborhood.

Shelby, A. (1991). *Potluck.* NY: Orchard Press.
This alphabet book describes foods from around the world.
Extension - Write a class cookbook of favorite family recipes.

Zolotow, C. (1968). *My friend John.* NY: Harper & Row.
Two friends have very different customs and rules.
Extension - Create a mobile comparing and contrasting the two friends.

Poetry is often an overlooked genre but its value lies in the ability to develop critical symbolic thinking, to form visual images, to evoke musical rhythm, and bond readers with an universal language. Following are some poems that can be used to extend the multicultural theme via DL.

Our Country's Quilt
by Brad Bagert

All we had was a bunch of rags
Tattered, torn, and stuffed in bags,
With nothing else to keep us warm
Against the coming winter storm.
So we gathered what we had,
While remaining very calm,

And we cut each patch in a special shape
To reveal its special charm.
Then we snipped and sewed and stitched,
And we danced, arm in arm ,
To celebrate the country quilt
We made to keep us warm.
Note: Quilt making is an activity common to most cultures.

City
by Langston Hughes
In the morning the city
Spreads its wings
Making a song
In stone that sings.
In the evening the city
Goes to bed
Hanging lights
About it head.

Savannah
by Arnold Lobel
There was a fat pig from Savannah
Who set foot on a peel of banana.
As he came crashing down,
Every person in town
Thought an earthquake was shaking Savannah.

Country Fingers
by Mary O'Neill
My fingers know hay
And the grummy pull of resin
On pine trees in the Spring,
The oily-wooley, fuzzy feel of sheep,
The satin sides of cows,
And the feather dust of chickens.
My fingers know barn splinters,
The rough whetstones,
The nicks of burrs,

The taunt, death-spring of a trap.
My fingers have felt pebbles
In the botton of a brook,
The dart of fishes
And a turtle's snap ...!

Ride a Purple Pelican
by J. Prelutsky

Two robins from Charlotte
Set out on a stream,
They rowed to Savannah,
For peaches and cream.
The peaches were sweet,
So those two little birds
Remained in Savannah
For seconds and thirds.

People, People Everywhere!
by N. VanLaan.

People, people everywhere!
Leaving here, going there.
Moving to a quiet place
In the country where there's space.
Room to work and room to play,
No more waiting every day.
No more traffic, no more noise,
Lots of space for lots of toys,
Trees and flowers all around,
A perfect place to build a town.
People here, people there,
People, people everywhere!

In summary, multicultural literature is a powerful vehicle to integrate content learning across the curriculum. "For students to view the core subjects as meaningful, functional, and relevant, teachers cultural organizers, need to help them understand how the subjects relate to their daily lives" (Diamond & Moore, 1995, p. 170).

However, culturally responsive education is not limited to reading and language arts. Following are additional activities that are effective DL lessons because they address the multicultural theme and create active opportunites for students (both near and far) to interact with and learn from each other:

Arts

1. Identify the meaning of the various colors in the Kwanza celebration.
2. Create artifacts from other cultures such as weaving, masks, and pottery.
3. Listen to music from different cultures.

Math

1. Count money from other countries.
2. Use objects from other cultures to make equivalent and nonequivalent sets or design graphs.
3. Write word problems using multicultural concepts.

Science

1. Investigate endangered species in other countries.
2. Identify the habitats of animals.
3. Write letters to people living in different climates.

Social Studies

1. Identify the economy in other countries.
2. Write reports about the history or famous people from other countries.
3. Create a community using cartons and boxes.

Refer to App. B: Play about Savannah History written by student teachers Ginger Brown and Debra Clifford.

Conclusion

In keeping with the Holmes Group (1990) recommendation, the AASU-BPC dl partnership has prepared hundreds of preservice teachers to expand their technological horizons through the involvement of other students and colleagues in the teaching/learning continuum. And in the process, they have celebrated the diversity, talents, and knowledge of their students.

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APPENDIX A

Country Mouse - City Mouse Theme:

A lesson plan written and

taught by student teachers

Mandy Ricks

and

Hayden Shore

SOCIAL STUDIES LESSON
FEBRUARY 17, 1997

PUPIL OBJECTIVE:
The assigned theme for today's lesson is City and Country and is designated to be conducted in the participating school's Distance Learning Labs. In conjunction with students at Dickerson Primary in Vidalia, Georgia, third grade students will participate in the production of a play which pertains to the reasons for the founding of the Georgia Colony and the events surrounding Oglethorpe's arrival February 12, 1733 which marked the beginning of the settlement of the City of Savannah. Second grade students from Dickerson Primary will in turn present a program on the founding of Toombs County and a brief history of same.

SEQUENCE OF ACTIVITIES
PROCEDURES:
1. Welcome and introduction of White Bluff's teachers and students.
2. Recognition of Dickerson Primary - teachers and students
3. Purpose and introduction of lesson.
4. Play (See attached script)
5. Closure and Conclusion
6. Dickerson Primary's lesson
7. Farewells from both schools

MATERIALS:
Teachers: Copies of original script; video film; cameras; pictures and map for Elmo; various props; costumes; Distance Learning Lab facilities
Students: Copies of script

QCC REFERENCE:
Communities - Change and Development: A1; A2; A3; A9; A20;
Locating and Evaluating Data: A1;
Social Participation Skills: C19; C20
Time and Chronology: E21; E23

APPENDIX B

A historical play written by

student teachers

Ginger Brown

and

Debra Clifford

THE FOUNDING OF SAVANNAH

(a play)

BY
GINGER BROWN & DEBBY CLIFFORD

WHITE BLUFF ELEMENTARY SCHOOL
DISTANCE LEARNING ASSIGNMENT
FEBRUARY 17, 1997

Introduction to program: Mrs. Brown (An instrumental version of *Georgia On My Mind* plays softly in the background.)

Interviewer 1: Say Meagan, how about if we take a trip in our time machine and zip over to jolly ole' England?

Interviewer 2: **Yeh!** that sounds like a **great** idea Milton. What 'cha got in mind?

Interviewer 1: Let's go back 265 years ago and interview King George II and General James Oglethorpe. Maybe we can find out the reasons why England decided to establish a 13th colony in America which we know later became the State of Georgia.

Interviewer 2: **Okay!** I'll set the time machine for April, 1732. We'll zoom over the Atlantic Ocean and back into England's past. **Here we go Milton - hold on!!**

Elmo camera: Time Machine

Interviewer 1: **Oh wow, Meagan**! There they are now. Can you believe this?

Interviewer 2: This is **so** exciting! (They walk over for an interview)
Hello King George, hello General Oglethorpe. We're from the future - the year 1997. My name is Meagan and this is Milton. (shake hands) We came to ask you some questions. Why are you and General Oglethorpe trying to establish another new colony? Doesn't England have twelve colonies in America already? Why do you want another?

King George: Welcome. I'm glad you asked. General Oglethorpe and I were just discussing his plan. There are **two good reasons**. One, England has too many poor people living in her streets and dying in prisons. The law says, "If you can't pay back what you owe, you have to go to prison."
The second reason is to claim some land. Look at this map. **(Elmo camera:** map of colonial Georgia). England needs to claim some land that lies between Florida and South Carolina. Only Indians live in this wilderness now. English people need to go there and build a fort and a town. This new settlement will protect the Carolinas from our enemies, the Spanish in Florida and the French in Louisiana.
(Camera back to students)
In exchange for their hard work, these poor people will be granted freedom from their debts. They will also be given free land to call their own.

Interviewer 1: When do you plan to carry out these plans, Your Majesty?

King George: This November, 35 poor families will leave England. General Oglethorpe will be in charge, and they will all sail on a boat, the *Anne* across the Atlantic Ocean to the new land.

Interviewer 2: General Oglethorpe, how do you feel about all this?

Oglethorpe: This is a great time in history, both for England and for America. In honor of King George, the new colony will be named Georgia. It will become England's 13th colony but the first to be started for England's poor.

Interviewer 1: These are wonderful ideas, and I can tell you sirs that the people of Georgia today really appreciate all your efforts.
Well, let's wrap this up Meagan and be on our way. These two great men have work to do.

Interviewer 2: Thank you both for the interview.
Oh, ...General Oglethorpe, we look forward to seeing you again soon, in the future that is. Bye for now. (They walk away)
Where to now Milton?

Interviewer 1: This time set the time machine for February 12, 1733. This is a very important date for all Georgians. (**Elmo camera:** Map) This is when the *Anne* (the route is traced) sailed up the Savannah River to a place we know became the City of Savannah.

Interviewer 2: Okay! **February 12th, 1733** - here we come.

Elmo camera: Time Machine

Interviewer 1: Look Meagan, it's just like King George said it would be ! Oglethorpe and the other people from England have just arrived in the new land. There's their boat, the *Anne*, anchored off shore.

Interviewer 2: Milton, we are standing in the very spot that became downtown Savannah.

Interviewer 1: How can you tell? All I see is a forest behind us and a river in front.

Interviewer 2: Because of the high bluff. That's the main reason General Oglethorpe stopped here. It's the perfect place to build a city; it's beautiful (she turns and looks all around.) Milton, here comes General Oglethorpe climbing up the bluff. Let's go say hello.

Interviewer 1: General Oglethorpe, good to see that you and the settlers have arrived. (They shake hands) How was your voyage?

General Oglethorpe: Hello time travelers! I'm happy to say it was a smooth trip - only took 2 1/2 months. We're anxious to get settled, but first I must meet with the local chief and get permission. DRUM BEATS SOUND

Interviewer 2: Well, I don't know about the chief, but here comes an Indian woman. (Mary Musgrove enters the picture with Oglethorpe and the interviewers. General Oglethorpe removes his hat and bows slightly.)

Mary Musgrove: My name is Mary Musgrove. My husband and I run a trading post nearby.

General Oglethorpe: So kind of you to come. My name in General James Oglethorpe. My people and I come from England. I need to meet with the chief of your tribe. Is your husband the chief?

Mary Musgrove: No. My husband, John, is a white trader. Tomochichi of the Yamacraw tribe is our great chief. Your boat was spotted sailing up the river, and he sent me to greet you. I will serve as interpreter during your meeting with him, because he speaks very little English.

General Oglethorpe: I have long awaited this moment. DRUM BEATS SOUND

Mary Musgrove: Chief Tomochichi is here. (Camera goes immediately to Tomochichi's face - he's very still and proud - the others go to him, the camera goes distant and the four fill the picture.)

Mary Musgrove: Chief Tomochichi, may I introduce General James Oglethorpe?

General Oglethorpe: (spreading his arms wide) Tell him we have come across the great waters from a land far from here. The people I have brought with me need a new home. We come in peace and wish to live here with your people of the Creek Nation.

(Mary Musgrove turns to face Tomochichi. The camera only picks up her profile but all of Tomochichi face. The interviewers and Gen. Oglethorpe watch and wait. She moves her mouth as in speech, Tomochichi's eyes widen and he straighten up tall.)

Tomochichi: Good land - Indians here long time - need friends - (gesturing towards the south, as to say "far away") white man there, bad enemy to Tomochichi.

General Oglethorpe: (Oglethorpe nods knowingly with a concerned look on his face.) Tell the great chief, the Spaniards there - (he also gestures far away) are our enemies too. If they come - we'll fight them together.

Mary Musgrove: (speaks again facing Tomochichi, side view of her face).

Tomochichi: (presents a gift to Gen. Oglethorpe) Your people, my people, we live on land - together in peace.

General Oglethorpe: (Nods and opens a chest of gifts and presents it to Tomochichi)

Elmo camera: (a spokesperson reads the caption below a picture which states: "With Chief Tomochichi granting permission, the thirty-five families unload the *Anne* to begin their life in the new Georgia colony."

Interviewer 1: Come on Meagan. Let's check with the passengers and see how they are doing. There's a group gathered over there on the bluff.

Interviewer 2: Yes Milton, and there's a couple of colonists talking with a couple of Indians. Let's see what's going on. Everyone is smiling, so it must be something good.

(Camera goes immediately to the group)

Male Colonist: (speaking to the Male Indian) Please accept this token of friendship. This is a musket; it's a firing weapon - much better than the bow and arrow.

Male Indian: (nods and accepts, then speaks to the Male Colonist)
Many animals to hunt. (motions around) Good meat. Hides make warm cover. (He hands an animal skin to the male colonist who accepts gift and nods.)

Female Colonist: (she walks over to the Female Indian and hands her a gift)
We would like to be friends and friends always share. Please accept these candles. They burn and give light. I can teach you how to make them.

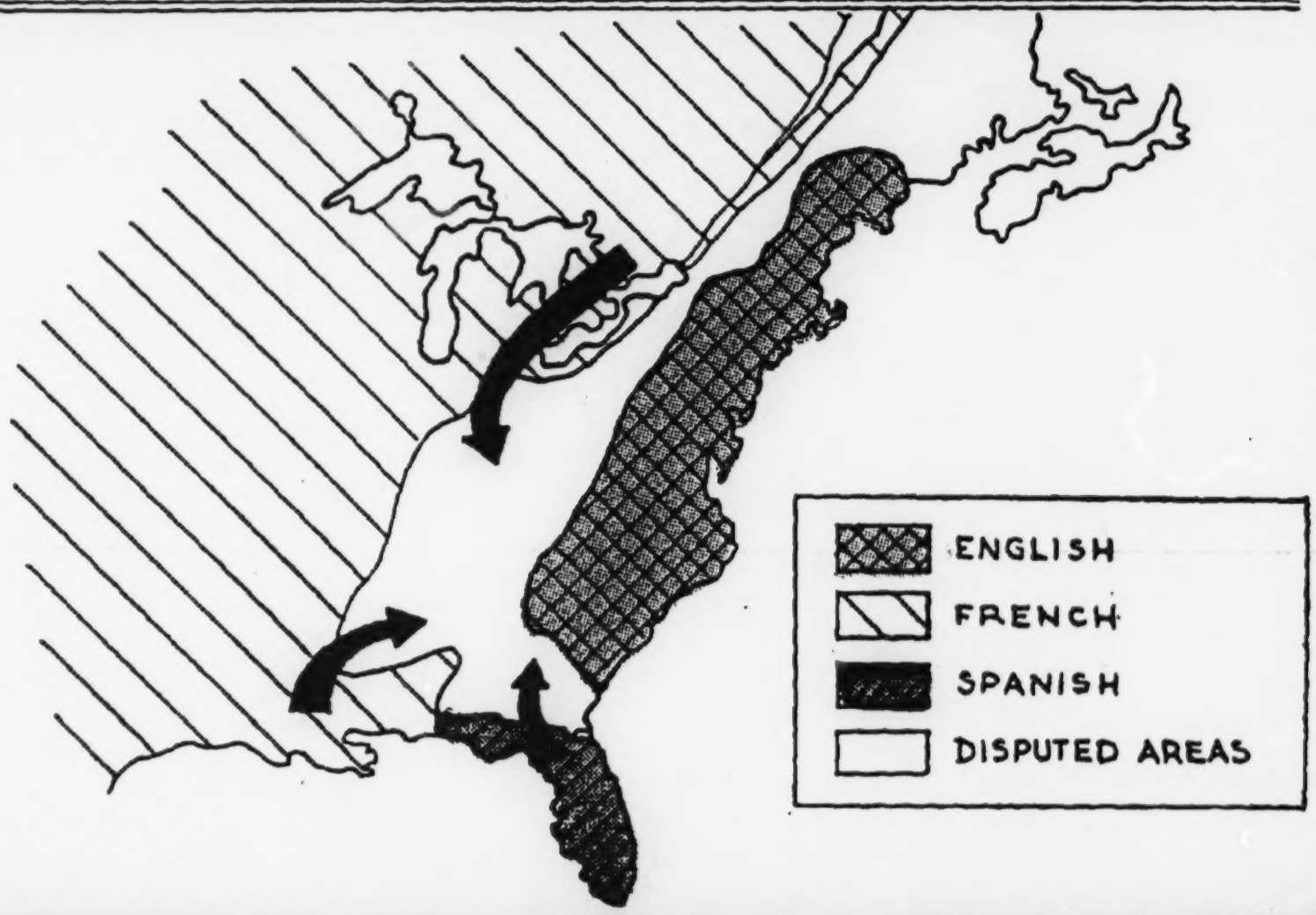
Female Indian: (She accepts the gift and offers a basket containing vegetables.)
Good soil - many crops I grow - sweet potatoes, squash, tomatoes, corn, peppers, peanuts. You no have. I show you how to plant and grow.

(Camera leaves the group picture and focuses on the Interviewers.)
Well it looks like the City of Savannah is in the making. Now that we've gathered the information we wanted, what do you say Meagan, think it's time to return to 1997?

Interviewer 2: Yes Milton, this has been **so exciting**. Learning about the founding of Savannah makes me very proud to be a Georgian.

Conclusion: Mrs. Clifford

THE FRENCH & SPANISH "PINCERS MOVEMENT" AGAINST THE ENGLISH COLONIES : 1733



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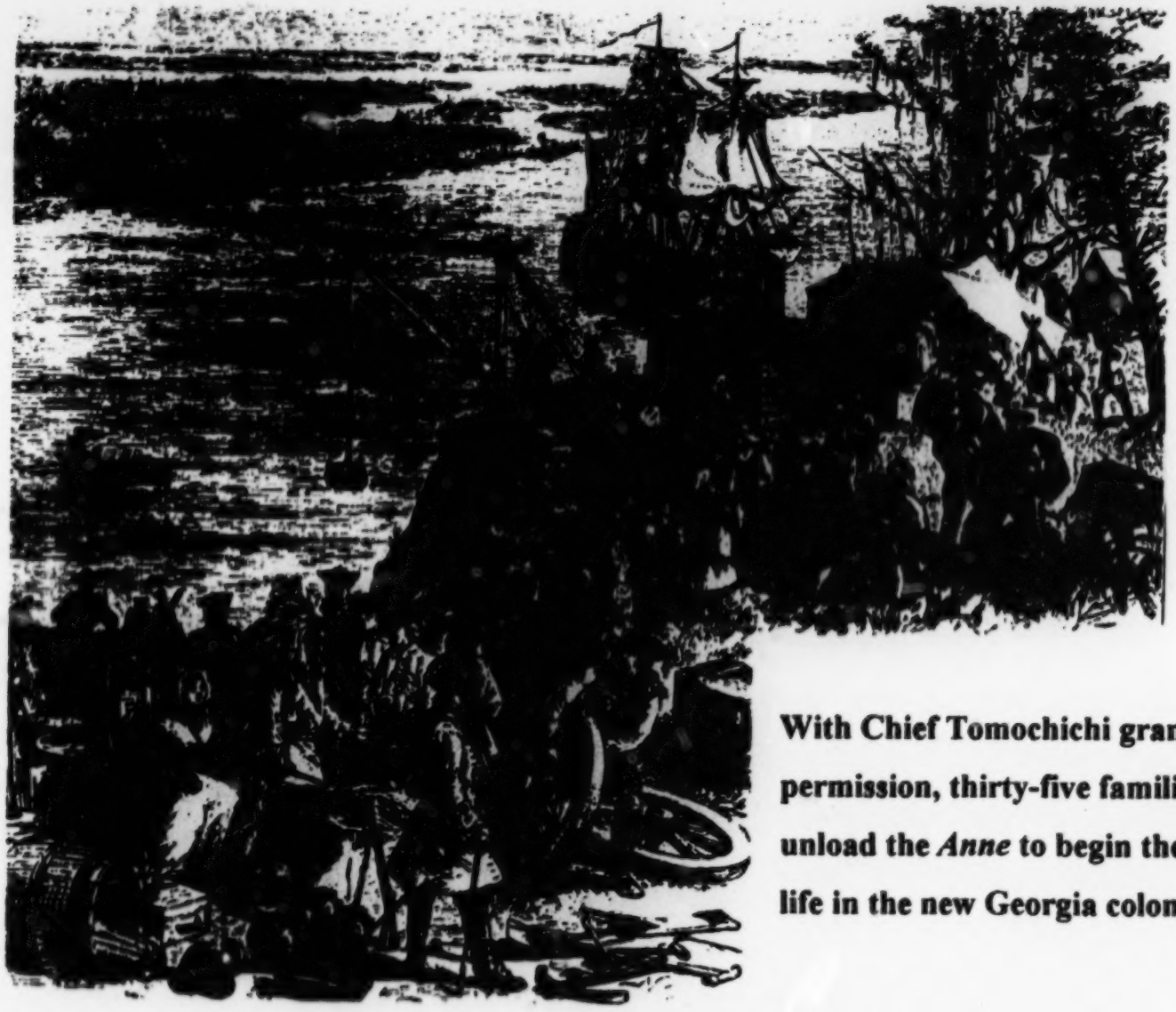

With Chief Tomochichi granting permission, thirty-five families unload the *Anne* to begin their life in the new Georgia colony.

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